

NOTES FOR TRAINERS (TRAINER'S MANUAL)

Diversity, Equity, and Inclusion

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CWU Central Washington University



Oregon State University



TRAINING TOOLS AND STRATEGIES

This *Trainer's Manual* is a companion document to help trainers prepare for and lead a productive discussion about the case study and associated questions by providing additional information. The document also shares online resources and content to extend group discussions on various topics in the case study.

Before training, the trainer should read the trainee's and trainer's manuals. The reading helps the trainer fully understand the content and prepare for discussions.

TRAINING DELIVERY

The trainees should be given the trainee manual before or at the beginning of the training. Then, divide the trainees into small groups of approximately four students per group based on their prior construction experience level. For example, a group may have a new intern, a male worker with over 15 years of work experience, and a woman with about seven years of work experience. Ideally, each group will consist of trainees with diverse training experience.

Four real-world cases and scenario-based activities are in the trainee manual, and several discussion questions as part of the overview section. These activities and questions will help trainees discuss the diversity, equity, and inclusion topics on construction job sites.

The manual also contains sample discussion questions for each section to engage the trainees in active participation. Depending on the trainer's approach, each question may take three to ten minutes during discussion. Since the trainees will likely have prior construction experiences, their engagement will result in an excellent learning environment.

OBJECTIVES

The primary learning objective of this case study is to train construction workers to be more inclusive and improve psychological safety on the construction job site through a diverse, equitable, and inclusive work environment and culture. This case study consists of four specific learning objectives. At the completion of the case study training, trainees will be able to:

1. Elevate diversity, equity, and inclusion awareness.
2. Develop a list of DEI best practices and discuss DEI leadership.
3. Establish a DEI workplace culture with behavior changes.
4. Commit to upstander intervention when needed.

Suppliers and subcontractors are treated as individual workers on construction job sites within the context of this training manual. Other additional resources and programs for the DEI of suppliers and subcontractors are available.

INTRODUCTION SECTION

Trainers should begin by introducing and defining diversity, equity, and inclusion.

1. Why diversity, equity, and inclusion are important in construction?
First, the construction industry has historically been male-dominated, and women, people of color, and other marginalized groups lack representation. By promoting diversity, equity, and inclusion, the industry can tap into a wider talent pool, bring in new perspectives, and address the skills gap that the industry is facing. Second, a diverse and inclusive workplace promotes innovation, creativity, and problem-solving. When employees feel valued and respected, they are more likely to feel empowered to contribute their unique talents, skills, and ideas to the organization's success. Third, promoting diversity, equity, and inclusion in the construction industry is essential for addressing social justice issues and promoting equality. The construction industry plays a critical role in shaping the built environment and can catalyze positive change in the communities it serves. Overall, promoting diversity, equity, and inclusion in construction is the right thing to do and makes good business sense. It helps organizations attract and retain top talent, foster innovation, and create positive social impact, leading to better outcomes for the industry and society.

2. What environment is toxic or healthy for you on construction job sites?
A lack of safety, respect, and support can characterize a toxic work environment on construction job sites. It can include behaviors such as harassment, bullying, discrimination, or favoritism, which create a hostile or oppressive atmosphere for employees. A toxic work environment can also be characterized by poor communication, lack of transparency, low morale, and high turnover. In contrast, employees feel safe, valued, and supported in a healthy work environment on construction job sites. This includes a culture of respect and inclusion, where employees are treated fairly and with dignity. A healthy work environment fosters clear communication, collaboration, and teamwork, where employees feel empowered to contribute their ideas and perspectives to the project's success. It also includes a commitment to physical and mental safety and a willingness to address any issues that arise promptly and effectively. A healthy work environment is critical for promoting employee well-being, productivity, and engagement on construction job sites, leading to better outcomes for the industry and society.
3. Do you feel to be welcomed, respected, included, and valued at work?
The answer to this question varies depending on the trainee's experience. The question aims to share personal experiences and promote individualized learning from peer discussions.
4. Has anyone had experience with a good or bad working environment or culture? Elaborate on how and why.
The answer to this question varies depending on the trainee's experience. The question aims to share personal experiences and promote individualized learning from peer discussions.
5. What are the differences and relationships between physical and psychological safety?
Physical safety refers to measures taken to prevent workplace accidents, injuries, and illnesses, such as providing personal protective equipment, enforcing safety procedures, and maintaining safe working conditions. Physical safety is critical for preventing physical harm and protecting employees from physical hazards in the workplace. Psychological safety, on the other hand, refers to the level of safety employees feel in expressing themselves without fear of retaliation or negative consequences. It measures employees' emotional and social safety, which can impact their well-being, engagement, and productivity. Psychological safety is characterized by a culture of respect, trust, and open communication, where employees feel comfortable speaking up, asking questions, sharing their ideas, and admitting mistakes. While physical safety and psychological safety are distinct concepts, they are also related. A safe physical environment can contribute to psychological safety by reducing the fear of physical harm. In contrast, a culture of psychological safety can promote better safety practices and encourage reporting of safety concerns. Promoting physical and psychological safety in the workplace is critical for creating a safe and healthy work environment where employees feel valued, supported, and empowered to do their best work.

DEI AWARENESS TRAINER NOTES

Title: AGC of WA Culture of Care – Elevating Diversity, Equity, and Inclusion Awareness.

A construction job site can be unsafe when workers feel unwelcome, stressed, intimidated, or bullied. Below is an example of an unsafe environment on a construction site; you may proceed with reviewing and discussing it with a DEI trainer or skip it.

Optional Discussion: What would you do if you found a noose on the job site?

A noose indicates a hostile work environment. If a noose is found on a job site, it should be immediately reported to the appropriate authority or management team responsible for the site's safety and security. This severe matter requires prompt action to ensure all employees' safety and prevent any further incidents or threats.

The appropriate response may depend on the specific circumstances and policies of the job site and company, but some general steps that may be taken include:

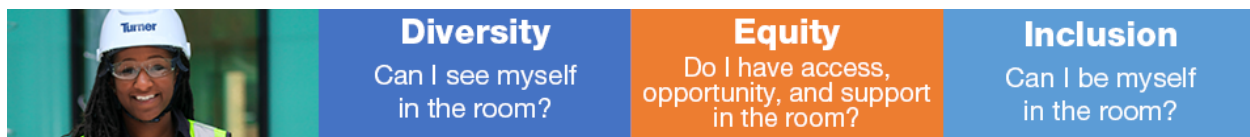
1. Documenting the incident: Take photos and detailed notes of the location of the noose and any surrounding evidence that may help identify the person or persons responsible.
2. Securing the area: Restrict access to the area where the noose was found to preserve evidence and ensure the safety of all employees.

3. Reporting the incident: Contact the appropriate authority or management team responsible for the job site's safety and security to report the incident.
4. Investigating the incident: Conduct a thorough investigation to determine who is responsible for the incident and take appropriate disciplinary action.
5. Providing support: Offer support and resources to employees who may have been affected by the incident, including counseling services or employee resource groups.

Seriously taking any incident involving a noose is important, as it symbolizes hate and racism and can cause harm and trauma to those who such actions may target.

Turner Construction provides simple guiding questions to help understand and address DEI issues. The questions, modified for the context of this case study, are provided below:

- Diversity: Can I see myself in the room?
 - Am I inviting the right people into the room?
- Equity: Do I have access, opportunity, and support in the room?
 - Am I making resources and opportunities available to others?
- Inclusion: Can I be myself in the room and contribute to the team?
 - Am I helping people to feel safe and welcome?



Notes: Trainers should let the trainees discuss the questions above in small groups. Then, ask a few groups to share their discussions with the whole class.

Exercise #1a A Deaf Pipefitter on Site

John is deaf and a pipefitter. In 2020, John worked on a \$15 million, 300,000 square foot school construction project during the COVID-19 pandemic. There were about 200 workers on site. Since masks were required, it was difficult for John to read lips and communicate with others. Workers who communicated with John took their masks off while maintaining six feet of social distance. Some workers were confused by why others took off their masks and did not follow the safety guideline.

Discussion questions:

1. If you are a manager on a construction site and receive a new employee who is a disabled (for example, deaf) worker, what do you say and do?

Talk to your whole crew and explain the challenges the deaf worker experiences in the workplace. Helpful communication tips include: 1) when talking with a deaf worker, face them as you are talking, 2) speak slowly so that deaf workers can read your lips, and 3) consider written communication or a sign language interpreter.

2. What is your safety plan for deaf workers?
 - a. Evacuation Notice
 - b. [Fire] Alarms
 - c. Truck backing up

Help deaf workers monitor and be aware of their environment; be their ears for them. A deaf worker may carry a whiteboard with a pen to communicate. It is useful for other workers to know some basic sign language symbols, such as hello, goodbye, help me, or danger. Putting signs up with basic sign language symbols so that other workers can learn and use them for communication. Use an American Sign Language specialist for deaf workers and written documents (i.e., meeting minutes or transcript) for meetings. Use a Zoom meeting with live closed captioning.

Exercise #1b Unconscious and Implicit Bias

Please discuss your biases in a small group and use the unconscious bias worksheet below to complete the exercise.

This exercise may have various answers. It's self-reflective as trainees complete the exercise. The trainers may ask trainees to discuss their answers in small groups and share them with the class.

Optional Project Implicit: <https://implicit.harvard.edu/implicit/takeatest.html>

Worksheet

“Breaking the habit” of implicit bias requires learning about the contexts that activate the bias and how to replace the biased responses with responses that reflect one’s nonprejudiced goals.

I have a bias against... _____

I assume these three things

1. _____

2. _____

3. _____

I am concerned about this bias because...

Worksheet page 2

Individuation, perspective taking, and stereotype replacement

I think that the individual to whom I have a bias against would feel

Some positive examples of individuals of the group I have a bias against

Here are ways I can increase opportunities for contact with groups I have bias against

DEI BEST PRACTICES TRAINER NOTES

Title: Identifying Best Practices and Developing a Roadmap on DEI Leadership

To promote diversity, equity, and inclusion in the workplace, good behavior models should include solid leadership skills that go beyond DEI, abandoning old models that reward people based on seniority or job titles, and identifying and promoting people's strengths rather than reinforcing unconscious biases and stereotypes. This requires open-mindedness and thinking outside of the box to create a more inclusive and diverse workplace culture that values and supports all employees, regardless of their background or identity.

Here are five good behaviors that promote diversity, equity, and inclusion in the workplace:

- Focus on similarities among people rather than differences.
- Ask for clarification if unsure about someone's preferred gender pronouns or religious obligations.
- Treat people based on the platinum rule ("treat others how they want to be treated") and the golden rule ("treat others how you want to be treated"), without making assumptions about their preferences or perceptions.
- Acknowledge and apologize for any mistakes or misunderstandings regarding differences.
- Communicate expectations clearly from the start, and provide ongoing feedback on performance to ensure consistency and fairness for everyone.

By following these behaviors, all employees can feel valued, included, and respected in the workplace. Additionally, workers can enhance objectivity, overcome stereotypes, and broaden perspectives.

Enhance Objectivity

- Be open. Don't let one shining moment or one-speed bump sway your opinion forever.
- Look at all evidence objectively. Play your own devil's advocate and seek out contradictory views.
- Slow down your thinking. Ask questions and bring in other perspectives to expand your point of view.

Overcome stereotypes

- Set objective criteria. This can help prevent you from being swayed by irrelevant factors.
- Share the "why" behind your decisions. This will help you double-check your objectivity.
- Don't make assumptions based solely on fit. Instead, make decisions based on examining skills and supportable objective criteria.

Broaden Perspectives

- Examine your network. Who's in it? Who's not? Don't unintentionally exclude people who aren't like you.
- Open the door to your inner circle. Invite others with different experiences and perspectives.
- Encourage ideas. It's one thing to give someone a seat at the table. It's another to give them a voice. Make sure to foster the sharing of ideas across all team members.

EXERCISE #2A A MINORITY WORKER ON SITE

A minority worker has worked in the construction industry for over five years. During a safety meeting involving a barbecue lunch with all workers on the site, the safety manager heard the minority worker tell racist jokes.

After the meeting, as everyone was leaving, the safety manager said to the minority worker privately, "You don't need to tell these kinds of jokes to hang out with others." The worker explained, "Hey man, I am just trying to beat them to the punch." The safety manager said, "I want you to know that you don't have to do that. You belong here without having to break the ice that way." The worker said, "I appreciate that, but I've always had to do this." The worker is aware of the workplace issues and the

general lack of education on diversity, equity, and inclusion in the construction industry. Therefore, he has developed this method of joking as a defense mechanism.

The safety manager continued, "I wish you wouldn't. Because in doing this, you may invite others to make an inappropriate joke." The safety manager added, "Those jokes are inappropriate, offensive, and unwelcome here." As a result, the minority worker does not make those jokes anymore.

EXERCISE #2B DEI STATEMENT AND ACTION PLAN

This exercise is designed to illustrate commitments to diversity and inclusion at leadership and individual levels. Below are a few examples from construction companies.

Anderson Construction Diversity Statement:

Anderson has long stood for equity and will continue driving our industry to be inclusive, diverse, and truly representative of the people in our communities. We acknowledge our responsibility and take an active role against harassment, discrimination, and racism of all kinds. This lifelong commitment starts with our owners and members of executive leadership, each of whom fully commits to this effort.

Turner Construction Diversity Statement:

Turner is committed to creating and sustaining a diverse, equitable, and inclusive environment where people actively care for each other. We want everyone at Turner and anyone who steps onto a Turner site to believe they genuinely contribute to something extraordinary.

WORKSHEET

Translate the organizational diversity statements to your personal statement and commitment.

a. What are your personal diversity statement and your commitment to DEI?

Example

I am committed to promoting diversity, equity, and inclusion in my personal and professional life. I recognize that each individual is unique and brings a different perspective to the table and that these diverse perspectives are essential for growth and progress.

As a construction worker, I am committed to creating an inclusive environment where all voices are heard and valued. I will work to identify and challenge my own biases and assumptions and seek to learn from and respect different perspectives. In addition, I will actively seek opportunities to collaborate with individuals from diverse backgrounds and ensure their contributions are acknowledged and appreciated.

Outside of work, I support organizations and initiatives promoting diversity, equity, and inclusion. In addition, I will use my voice and privilege to speak out against discrimination and bias and will work to create a more equitable society for all.

I understand that promoting diversity, equity, and inclusion is an ongoing journey, and I am committed to continuous learning and growth in this area.

b. What are three actions that will help you raise your awareness of diversity, equity, and inclusion on the construction job site?

Example

Here are three actions that could help raise awareness of diversity, equity, and inclusion on a construction job site:

- Participate in DEI training programs: Attend training sessions and workshops on topics like unconscious bias, microaggressions, and inclusive leadership to develop a better understanding of DEI concepts and how to apply them on the job site.
- Engage in active listening and seek different perspectives: Take the time to listen to colleagues with different backgrounds and experiences and ask questions to gain new insights and perspectives. Actively seek opportunities to learn from others, and avoid assumptions or stereotyping.
- Foster an inclusive culture: Act as a role model for respectful behavior and speak up when you witness or hear about behavior that is not in line with DEI principles. Encourage and support initiatives that promote diversity, equity, and inclusion, such as mentorship programs for underrepresented groups, and make an effort to create an inclusive work environment where everyone feels valued and respected.

c. What three conditions, behaviors, or characteristics do you want to change to improve diversity, equity, and inclusion on the construction job site?

Example

An example of conditions, behaviors, or characteristics that can be changed to improve diversity, equity, and inclusion on the construction job site may include:

- Lack of diverse hiring practices: Addressing this by implementing proactive recruitment strategies that target underrepresented groups, such as attending job fairs at colleges and universities with diverse student populations.
- Lack of training on diversity and inclusion: Addressing this by providing regular training sessions and workshops to raise awareness and educate workers about the importance of diversity, equity, and inclusion in the workplace.
- Microaggressions and exclusionary behavior: Addressing this by creating a culture of accountability where workers are encouraged to call out inappropriate behavior, and there are consequences for those who engage in such behavior. Creating an anonymous reporting system to report discrimination or bias incidents can also help mitigate these issues.

Additional questions for discussion:

- a. How are you feeling about being here today, and why?
- b. Fill in the blank: Talking about race and racism is difficult for me because _____.
- c. What's one thing you want people to know about you that they can't tell by looking at you?
- d. When did you first realize your race mattered?
- e. What does cultural competence mean to you?
- f. What have been your experiences in having conversations about race?
- g. What do you do well, and what will you work on?
- h. What's one thing you will do differently as a result of what you learned today?
- i. How does this apply to the work you do?
- j. How do you want to feel when you are working on construction job sites?
- k. What hinders your safety, health, and productivity?
- l. Think about your experience on the last project with your fellow construction workers. Was everything as psychologically safe as you would like it to be? As safe as it could possibly be?
- m. Someone called me a racist. How should I respond?

DEI WORKPLACE CULTURE TRAINER NOTES

Title: Establish a diverse, equitable, and inclusive workplace culture with enhanced cognitive diversity and psychological safety.

Exercise #3a Religious Obligation on Site

A superintendent on a project very nicely decided that he wanted to buy a Christmas ham for everyone on site. He bought a nice, big ham for every worker. We had a big ceremony where he handed them out. Almost everybody who came through took a ham. One of the workers came to the front of the line and said, "I am sorry. I don't want a ham. I can't accept that." The worker then walked away. The superintendent asked why the worker didn't want a ham. The worker said, "I am a Muslim, and I don't eat pork. So, I can't accept it." Everyone else appeared happy with this gesture. However, the Muslim worker couldn't participate because of their religious beliefs.

Discussion Question

1. What would you do as the superintendent or a caring friend in the scenario described above?

The safety manager (a caring friend) went to a butcher and bought a lamb shank. The manager then gave it to the worker. The manager said, "I saw you couldn't take that ham. I understand why you couldn't take ham. I just want you to feel part of the team. So, I got you this lamb. You deserve this because you worked hard." The worker said, "Oh! Thank you so much. You don't know what this means. You respected my beliefs." The worker was very appreciative and brought some food from the worker's culture the next week to share with the whole office. It was the worker's way of thanking us for recognizing them and respecting their culture.

It was a small gesture to include somebody in getting a jobsite perk that everyone else was enjoying except the worker for religious reasons. A diverse choice of gifts will show respect for a diverse group of people.

EXERCISE #3B YOUR IDEAL WORKPLACE

An inclusive workplace values diversity, promotes equity, and fosters a culture of respect and a sense of belonging, where everyone is welcomed, included, and able to contribute their unique talents and perspectives to the organization's success in the construction industry. Below is an exercise from the construction inclusion week hosted by AGC of America Culture of Care. Reflect on your experience and apply knowledge in this manual to discuss your ideal workplace.

What Does Inclusion Mean?

Inclusion is a feeling of belonging. An inclusive workplace exists when employees are valued, respected, accepted and encouraged to fully participate in their organization. People who feel included perform better and have fewer accidents, creating a more productive and safer workplace for everybody.

Let's look at some scenarios and discuss whether these are inclusive:

Scenario 1:

There is a new employee at your company whose name you've never heard before. Every time you talk to them, you can't remember how to say their name, so you pronounce it how you think it sounds. You are not pronouncing it correctly.

Scenario 2:

A problem comes up on the jobsite. Your supervisor suggests a solution to the problem. You speak up and provide an alternative solution you think will work better. Your coworkers agree that your solution is the best option. Your supervisor moves forward with the solution you provided.

Scenario 3:

A coworker always complains when somebody brings food into work that has a strong smell. A new employee starts and brings their lunch from home. You gently warn them not to bring any food into work that might smell or your coworker will complain loudly and demand to know who is eating the "smelly" food.

How does Culture of CARE Create an Inclusive Workplace?

Culture of CARE simply lays the foundation for what is and is not acceptable behavior on a jobsite. It is up to each of us to acknowledge that everyone on site adds value, deserves respect and has an opportunity to contribute to the work. Creating a Culture of CARE helps everyone feel more comfortable and confident speaking up, sharing new ideas, and working to stop harassment, hazing, bullying, threats and intimidation.

Ways You Can Contribute to a Culture of CARE:

Acknowledge differences, with respect

- Welcome ideas that are different from your own
- Observe diverse traditions, celebrations and holidays from other cultures

Treat people how THEY wish to be treated rather than how YOU wish to be treated

- Social activities and practices that are comfortable for you may not be comfortable for others
- Get to know your coworkers; ask them about their family, values or hobbies

Speak up and support diversity issues that are not necessarily your own

Understand the diversity you personally bring to the organization

- Each of us is different and adds value because of these differences

Understand the diversity you personally bring to the organization

- If you routinely go to the same people for ideas, you aren't necessarily being open to the diversity of thought others provide and may be unintentionally excluding some of your coworkers

Rotate who initiates or leads meetings

- Even informal meetings or toolbox talks can be enhanced by a new person's perspective or leadership style

Resource provided by:  CULTURE OF CARE

Please share what you've learned by posting using the hashtag **#ConstructionInclusionWeek**

Additional questions for discussion:

- a. What would be considered "disrespectful behavior?"

Disrespectful behavior can take many forms and may vary depending on cultural norms and personal values. However, some examples of disrespectful behavior in a workplace or construction job site context could include:

- Using derogatory language or slurs towards someone based on their race, ethnicity, gender, sexual orientation, religion, or other personal characteristics.
- Making offensive jokes or comments that create a hostile or uncomfortable work environment for others.
- Ignoring or dismissing someone's input or ideas based on their identity or background.
- Belittling or insulting someone in front of others.
- Engaging in physical intimidation or bullying tactics.
- Refusing to accommodate someone's religious practices or physical or mental disabilities.
- Failing to respect someone's personal boundaries or privacy.
- Treating someone unfairly or unequally based on their identity or background.

- b. What can workers do to contribute to a more respectful and inclusive job site?

Workers can contribute to a more respectful and inclusive job site by:

- Treating everyone with respect: This includes co-workers, supervisors, and subcontractors. Avoid using derogatory language, making negative comments or jokes, and engaging in other disrespectful behaviors.
- Being open-minded and inclusive: Recognize and appreciate the diversity of the people on the job site. Be willing to listen to different perspectives and ideas, and avoid making assumptions or stereotyping people based on their backgrounds.
- Speaking up if you witness disrespectful or exclusionary behavior: If you see someone being mistreated or excluded, speak up and let them know their behavior is unacceptable. Report any incidents to your supervisor or the appropriate authority so that they can take action.

- c. What can supervisors do to support a respectful and inclusive job site?

Supervisors can take several steps to support a respectful and inclusive job site, including:

- Lead by example: Supervisors should model respectful behavior and demonstrate a commitment to diversity, equity, and inclusion in their interactions with all workers.
- Train and educate: Supervisors should provide regular training and education to workers on issues related to diversity, equity, and inclusion, such as unconscious bias, cultural sensitivity, and harassment prevention.
- Foster open communication: Supervisors should create an environment where workers feel comfortable speaking up about issues and concerns related to diversity, equity, and inclusion. They should also actively listen to feedback and take appropriate action to address any concerns.
- Hold everyone accountable: Supervisors should hold all workers, including themselves, accountable for their actions and behaviors. This includes enforcing policies related to harassment and discrimination and taking appropriate disciplinary action when necessary.
- Celebrate diversity: Supervisors should celebrate and promote diversity in all its forms, including race, gender, sexual orientation, and cultural background. This can include recognizing and celebrating cultural holidays, providing opportunities for workers to share their experiences and perspectives, and promoting diversity in hiring and promotion practices.

PSYCHOLOGICAL SAFETY AND UPSTANDER TRAINER NOTES

Title: Commit to a safe workplace psychologically and physically as whistleblowers and upstanders with proper bystander intervention.

Exercise #4a Upstand for a Trans Worker

Sally is a transgender woman and an apprentice electrician who is relatively new to the construction industry. In 2016, she worked on a \$60 million school project. She was one of the 150 to 200 employees on site. Historically, there has been very few transgender workers in the construction industry; at least, transgender workers who are openly disclosed as trans. The safety manager, Adam, knew Sally was a transgender woman during the orientation. After the orientation, Adam told Sally to come to him if any questions or issues came up on this job site.

A few days later, Adam heard a few comments from some workers saying "Hey, what's with this new person? They look this way. They are wearing this kind of clothes. Is this a man or a woman?" Workers were confused.

During a diversity week, Sally approached Adam and wanted to talk about an incident that happened on the job site. Sally and Adam scheduled a meeting in an office. Sally described that she went into an outhouse to use the restroom. The outhouses were all lined up next to the office. Sally overheard somebody say, "Oh, look at that. That person doesn't know which door to go into. They are in the wrong room!" Sally felt offended. They were obviously mocking Sally. Sally immediately reported to her supervisor that she overheard a conversation mocking her, that she didn't belong in the right room, and was in the wrong restroom with the wrong gender.

Discussion Question:

1. If you are a manager on a construction site and receive a new employee who is transgender, what do you say and do? What is the process and plan for creating a positive DEI environment and workplace culture? What happens if any issues or incidents occur?

As a manager on a construction site, it is important to create a positive DEI environment and workplace culture that includes all employees, including transgender workers like Sally. During the orientation, it is important to address diversity and inclusion, including the company's policies on discrimination, harassment, and creating a safe and respectful workplace for all. The manager should also provide resources and support, such as offering a confidential hotline or an employee assistance program, for any employee who experiences discrimination or harassment.

If any issues or incidents occur, the manager should take them seriously and investigate promptly. They should provide a safe and supportive space for the employee to share their experience and concerns and offer appropriate resources and support, such as counseling or legal assistance if necessary. The manager should also take appropriate disciplinary action against any employee found to have engaged in discriminatory or harassing behavior, such as providing additional training or terminating their employment.

In addition, the manager should work to foster a culture of inclusion and respect by promoting diversity and cultural awareness training for all employees, encouraging open communication, and providing opportunities for feedback and discussion. This can help create a workplace where all employees feel valued, respected, and supported, regardless of their gender identity or any other aspect of their identity.

Exercise #4b Upstander Intervention Practices

The following list contains steps to being a good bystander:

- Notice an out-of-the-ordinary occurrence.
- Evaluate with your head and your gut — is something wrong?
- Ask yourself, "Could I play a role here?" If no one intervenes, what will likely happen?

- Assess your options for offering help. What are the risks?
- Intervene, or call someone else who can do so more effectively or safely.

Review the following scenarios and describe what you would do in each circumstance.

- a. You are a White female worker accompanied by other White workers and one Black worker. You are all on your way to pick up some lumber in a company truck. Your White friend brought lunch and asked the Black worker to sit in the cargo bed so that you all have space to eat lunch. What do you do?

As a White female worker, I would recognize the situation as potentially discriminatory and harmful to the Black worker's dignity and well-being. I would speak up and say that it's not appropriate to ask the Black worker to sit in the cargo bed and that we should all sit together in the cab of the truck. I would explain that it's important to treat everyone with respect and equity and that segregating the Black worker in the cargo bed sends a message of exclusion and inferiority. I would also suggest that we make sure to have enough space in the truck for everyone, including any supplies or equipment we need to transport. Additionally, I would encourage an open and respectful dialogue among all team members about diversity, equity, and inclusion in the workplace to promote a culture of respect and understanding.

- b. You are a male worker on a construction site. You saw a female worker who was looking for a pair of gloves. She was small, so none of the gloves fit her. What do you do?

As a male worker on the construction site, I would first ask the female worker if she had checked all the available glove sizes. If she had, and none fit her properly, I would suggest that she talk to the site supervisor or safety manager to request gloves that are better suited for smaller hands. It's important to avoid assuming that the female worker needs help solely based on her gender, as this can come across as patronizing and reinforce stereotypes. Additionally, I would make sure to treat her with the same respect and professionalism as any other worker on the job site, regardless of her gender.

- c. A Hispanic worker came and asked your friend how to use the bulldozer. Another worker told your friend, "Don't teach him. Let's wait and see if he figures it out. If he makes mistakes, the company will probably fire him." What do you do?

In this situation, it's important to speak up and address discriminatory behavior. You can approach the worker who commented and explain that it's inappropriate to withhold information or opportunities from someone based on their race or ethnicity. You can also offer to assist the Hispanic worker in learning how to use the bulldozer or direct them to someone who can help. Creating a workplace culture that values diversity and inclusion and that all workers have equal opportunities to learn and succeed is important.

ADDITIONAL RESOURCES FOR TRAINERS

Useful Websites

- Construction Inclusion Week <https://www.constructioninclusionweek.com/>
- Diversity wins: How inclusion matters <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters>
- Diversity Still Matters <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-still-matters>
- Build Up a Diverse Workforce in Construction <https://www.constructionexec.com/article/build-up-a-diverse-workforce-in-construction>
- Diversity in Construction: Seven Tips for Successful DEI Programs <https://www.constructionexec.com/article/build-up-a-diverse-workforce-in-construction>

Books

- "Between the World and Me" - Ta'Nehsi Coates
- "Dear White Friend" - Melvin J. Gravely, II PhD
- "Inclusion Revolution" - Daisy Auger-Dominguez
- "Anti-Racist Leadership" - James D. White
- "From Slavery To Freedom: A History of African Americans" by John Hope Franklin
- "The Color of Law: A Forgotten History of How Our Government Segregated America" by Richard Rothstein
- "Rise of the Warrior Cop" by Radley Balko
- "White Fragility: Why It's So Hard for White People to Talk about Racism" by Robin DiAngelo
- "Whistling Vivaldi" by Dr. Claude Steele
- "Blindspot: Hidden Biases of Good People" by Mahzarin R. Banaji
- "Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race" by Beverly Daniel Tatum
- "The Person You Mean to Be" by Dolly Chugh
- "Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do" by Jennifer Lynn Eberhardt, PhD
- "And Tango Makes Three" by Justin Richardson and Peter Parnell
- "Just Like Me: Stories and Self-Portraits by Fourteen Artists"
- "Same Sun Here" by Neela Vaswani and Silas House
- "Caste" by Isabel Wilkerson
- "Extremely Loud and Incredibly Close" by Jonathan Safran Foer
- "Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice"
- "How to be an Inclusive Leader - Your Role in Creating Cultures of Belonging Where Everyone Can Thrive" by Jennifer Brown
- "The Leader's Guide to Unconscious Bias - How to Reframe Bias, Cultivate Connection, and Create High-Performing Teams" by Pamela Fuller
- "The Warmth of Other Suns" - Isabel Wilkerson

Useful Webinars, Talks, and Discussions

Trainers can assign trainees to watch before the training or play a short section of the webinars, talks, or discussions.

- Uncomfortable Conversations With a Black Man <https://uncomfortableconvos.com/watch>
- Inclusion Starts With I <https://youtu.be/2g88Ju6nkcq>
- Heineken Video <https://youtu.be/dKqgA9k8DKw>
- Making the Unconscious Conscious https://youtu.be/NW5s_-NI3JE
- New York Times: Who, Me Biased? <https://www.nytimes.com/video/who-me-biased>
- "Brown Eyes, Blue Eyes" by Jane Elliot <https://youtu.be/jPZEJHJPwlw>
- A Conversation on Race and Privilege <https://www.youtube.com/live/S0jf8D5WHoo?feature=share>
- Latino Americans <https://www.pbs.org/latino-americans/en/watch-videos/#2365075996>
- Freedom Riders <https://www.pbs.org/wgbh/americanexperience/films/freedomriders/>
- The 1619 Project <https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>
- NPR - Code Switch <https://www.npr.org/podcasts/510312/codeswitch>
- Washington State Department of Labor and Industries
- Discrimination in the Workplace. <https://lni.wa.gov/workers-rights/workplace-complaints/discrimination-in-the-workplace>

